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ABSTRACT

This guide, in both English and Haitian Creole, is intended for parents and guardians of children participating in bilingual or monolingual English-medium general education or bilingual special education programs in the New York City public schools. It provides general information about mainstreaming, the integration of special education students into general education classes and/or school-wide activities, and how students benefit from this process. Mainstreaming is based on the concept that children should be educated in the least restrictive environment to meet their needs best. This guide describes how academic and non-academic mainstreaming work, the objectives of the approach, benefits for both general education and special education students, the role of general education in mainstreaming through both academic and non-academic activities, how the program is planned, implemented, and monitored by the mainstreaming committee, and the role of the parent or guardian in the student's learning process. A number of commonly-asked questions are also answered. (MSE)

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**Board of Education of the City of New York
Office of Bilingual Education**

***Informational Booklet
on Mainstreaming
for Parents of
Bilingual Students***
Haitian Creole/English Edition



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Frances Segan, Ph.D., Director, Bilingual Special Education Services Unit, Office of Bilingual Education, served as curriculum designer and provided overall administration for the development of this booklet. Wanda Rivera Switalski, Bilingual Supervisor, CSD # 27, served as site supervisor for the project.

The following bilingual curriculum writers prepared the translation:

Ménès Déjoie, School Psychologist, CSE 17

Micheline Cadet Duval, Bilingual Coordinator, P.S. 22, CSD #17

Humbert Emmanuel, Field Instructional Specialist, Bilingual Pupil Services, Office of Bilingual Education.

Berthe G. Faustin, Literacy Specialist, P.S. 22, CSD #17

Yves Raymond, Bilingual Coordinator, Erasmus Hall Campus: High School for Science and Math.

Emily Martínez served as word processor. Duplication services were provided by Luis López.

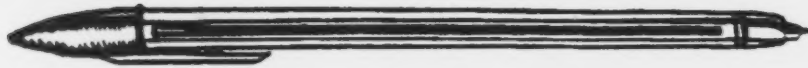
The manuscript was prepared by the Office of Instructional Publications, Nicholas A. Aiello, Ph.D., Director. The covers were prepared by Henry Martínez, who also adapted the original artwork.

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INTRODUCTION

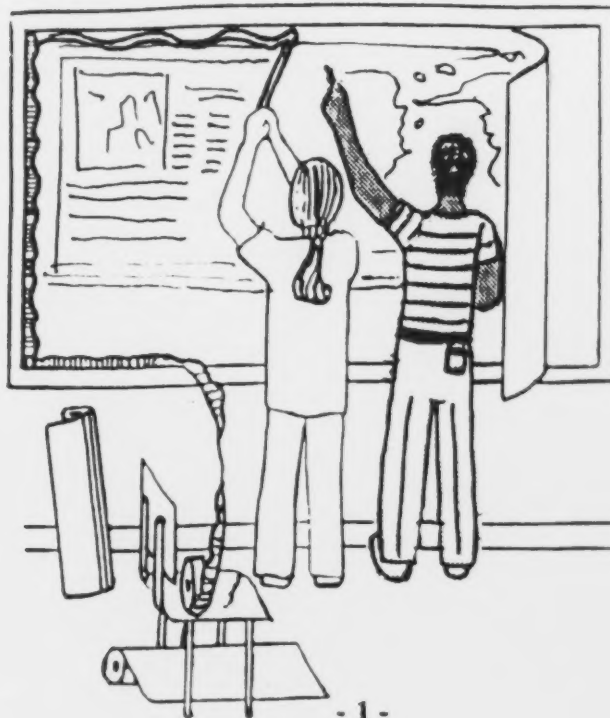


This booklet is designed for the parent or guardian whose child participates in bilingual or monolingual English General Education or in a bilingual Special Education program. It provides general information about "Mainstreaming" and how students benefit from this process.

"Mainstreaming" means the integration of Special Education students into General Education classrooms and/or school-wide activities taking into consideration the students' language, culture and abilities. This integration implies a joint effort on the part of General and Special Education staff members in terms of discussing and in the planning of curriculum, teaching strategies and socialization activities for the students.

Mainstreaming is based on the concept that children should be educated in the least restrictive environments to best meet their needs.

Careers/Karyè



HOW MAINSTREAMING WORKS

Mainstreaming is the integration of bilingual and monolingual Special Education students into General Education classes and activities. It takes place during part of the school day.

Students are integrated in bilingual or English-dominant groups, depending on their language and academic abilities and social skills.

There are two types of Mainstreaming:

Academic Mainstreaming

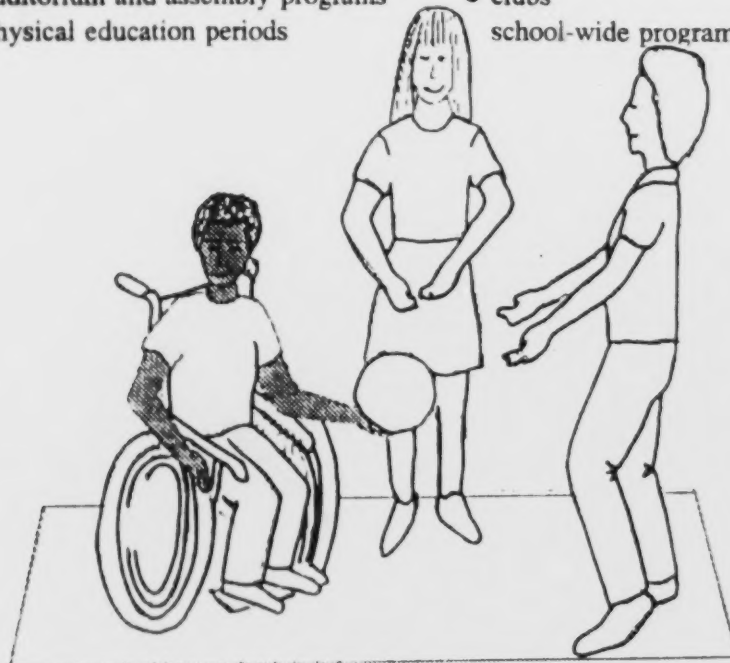
The Special Education student participates in a General Education class in at least one of the following subjects:

- mathematics
- language arts
- art
- social studies
- music
- E.S.L. (English as a Second Language)
- science

Non-Academic Mainstreaming

Members of the entire school community (Special Education and General Education) participate together in one or more of the following activities:

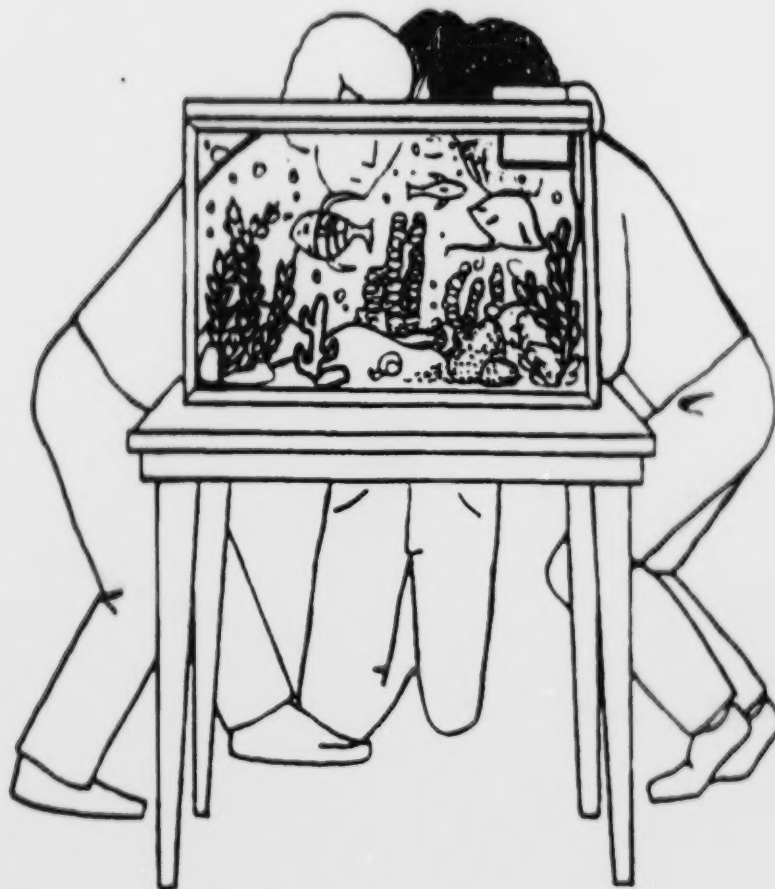
- lunchroom periods
- auditorium and assembly programs
- physical education periods
- trips
- clubs
- school-wide programs



OBJECTIVE OF MAINSTREAMING

There are many reasons for Mainstreaming:

- to integrate bilingual or monolingual Special Education students into bilingual and/or monolingual General Education programs.
- to promote positive interactions between bilingual and monolingual English General and Special Education students.
- to involve Special Education students in academic activities with the General Education students, depending on their particular needs and abilities
- to expose all students of the school community to enriching experiences through participation in academic and non-academic activities with one another



BENEFITS OF MAINSTREAMING

Mainstreaming In Beneficial In Many Ways

- Special and General Education students have more opportunities to socialize constructively.
- Students from each group have more opportunities to serve as behavior role models for one another.
- Students from each group realize they belong to the same school community.
- Students learn to share ideas, projects, and experiences while learning to appreciate one another.

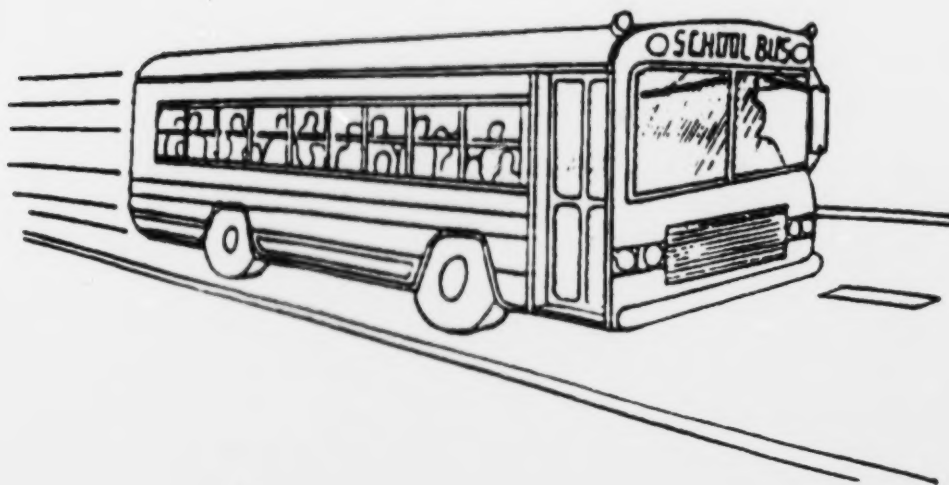
For Students In Special Education Who Participate In General Education Activities

- Students may have additional opportunities to develop the leadership skills that can lead to an improved self-image.
- Students may have additional opportunities to practice English, as well as use their native language, with their General Education peers.
- Students may have additional opportunities to practice English, as will as use their native language, with other bilingual students.
- Students may have additional opportunities to be recognized for their unique talents.
- Students may have additional opportunities to function as equal members of the whole school population.
- Students may have additional opportunities to explore the world of work through visits to places of employment, with the purpose of expanding their career awareness.



For Students In General Education Who Participate In Activities With Special Education Students:

- Students may be enriched by sharing activities with, and learning about their classmates in Special Education.
- Students may have extra opportunities to learn about, and respect individual differences.
- Students can develop an understanding of how unity can grow out of diversity.
- Students may have extra opportunities to gain social skills that will help them in their family, school and community life.



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THE ROLE OF GENERAL EDUCATION IN MAINSTREAMING

Academic Activities

General Education students, in both bilingual and monolingual settings, learn academic skills and share in activities with Special Education students.

For example:

- teacher-guided instruction in math
- supervised peer-tutoring
- group work on a history project

Non-Academic Activities

General Education students, in both bilingual and monolingual settings, share in non-academic activities with Special Education students.

For example:

- common lunch periods
- school athletic activities (basketball, baseball)
- preparation for a Pan-American Festival
- trips to museums



PLANNING FOR MAINSTREAMING

A committee, comprised of General and Special Education staff, is organized to plan, put into effect, and monitor Mainstreaming in the school.

Academic Activities

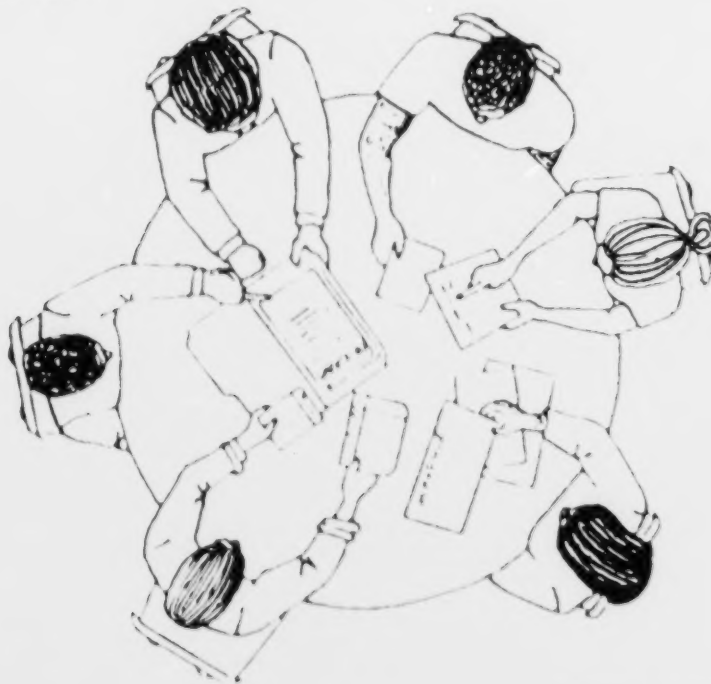
The Mainstreaming Committee makes its recommendations and they are included on the Individualized Education Plan (I.E.P.). This education plan indicates whether the student will be mainstreamed in a bilingual or English dominant group.

The committee coordinates the academic services which each Special Education student requires. These services are reflected on the student's I.E.P.

Non-Academic Activities

The Board of Education mandates that the entire student population be integrated within the following activities:

- lunch periods
- trips
- auditorium and assembly programs
- physical education periods
- school-wide programs such as graduation ceremonies, award presentations and math and science fairs.



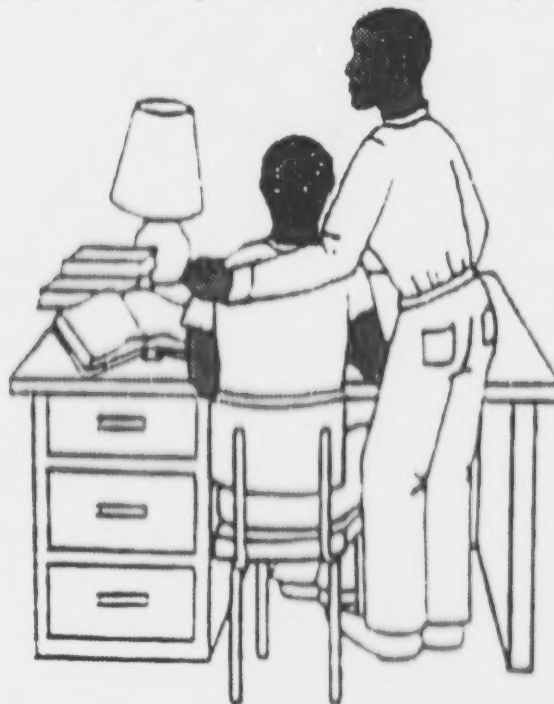
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THE ROLE OF THE PARENT OR GUARDIAN

The parent or guardian plays a very important role in the student's learning process.

Parents or guardians can participate actively by:

- visiting the school to discuss their children's progress.
- attending school workshops.
- serving as volunteers in school activities.
- talking with their children about their needs and concerns.
- helping their children with homework.
- reading to and with their children regularly, or telling them stories.
- taking their children on trips in the community, or city, or outside the city.



QUESTIONS FREQUENTLY ASKED

ABOUT MAINSTREAMING

How is it determined that a special education student should be mainstreamed?

- The Special Education teacher observes the student to monitor her/his academic strengths, weaknesses and social progress.
- The teacher shares her/his observations about the student's progress with the student's parents or guardians and welcomes their input in the decision-making process.
- The Special Education teacher informs the Mainstreaming Committee about the student's strengths, special needs and appropriate curricular adaptations.
- The Mainstreaming Committee designs a program which will benefit the student according to the student's individual needs.

Who makes up the Mainstreaming Committee?

The following staff members may take part in the coordination of services for the mainstreamed student:

- | | | |
|-----------------------|--------------------------|-----------------------------|
| • principal | • psychologist | • special education teacher |
| • education evaluator | • paraprofessional | • general education teacher |
| • social worker | • other school personnel | • school counselor |

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How are parents or guardians informed about the Mainstreaming process?

This depends on the type of Mainstreaming.

Academic Mainstreaming

- The school has the responsibility of informing the parent or guardian of the possibility of the student's involvement in Mainstreaming in bilingual or monolingual English classes.
- Bilingual special education students may be mainstreamed into bilingual general education classes.
- The Special Education teacher meets with the parent of guardian to discuss and explain what is involved in the Mainstreaming process.
- The parent or guardian gives consent, if they are in agreement with the decisions, by signing the I.E.P.

Non - Academic Mainstreaming

In accordance with the regulations of the Board of Education of the City of New York, it is mandatory that all students be integrated within the following non-academic activities:

- lunch periods
- trips
- school wide activities
- physical education periods
- assemblies and auditorium programs



How much time will my child be Mainstreamed each day?

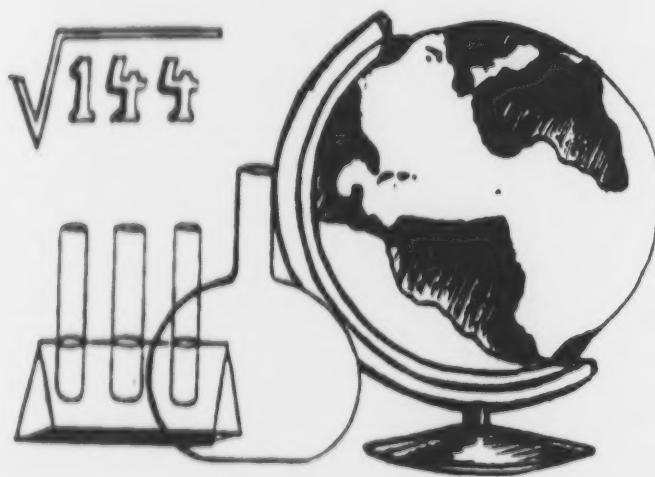
The time spent in academic Mainstreaming depends on:

- the Mainstreaming Committee's recommendations based on the student's individual needs
- the teacher's consultation with the parents to involve them in planning strategies to make mainstreaming successful
- the student's Individualized Educational Program (I.E.P.) based on the student's individual strengths and needs.

How is it determined a bilingual student is ready to be mainstreamed in an English-dominant class?

The following is taken into consideration:

- teacher observations related to the student's academic strengths and weaknesses and social progress.
- the student's ability to function academically and socially in English as a second language.
- the student's academic abilities, as well as social skills.
- the results of the L.A.B. (Language Assessment Battery Tests).



LC

S U M M A R Y

Mainstreaming is the integration of Special Education and General Education students in academic, as well as in non-academic areas.

- All students can benefit from Mainstreaming.
- A school committee designs an academic mainstreaming program suitable to meet the needs of all the students.
- Mainstreaming provides a wide range of educational and socially enriching experiences.
- Parents and guardians must play a significant role in Mainstreaming.



Biwo Edikasyon Vil Nouyòk

Seksyon Edikasyon Bileng

Enfòmasyon sou "Mainstreaming" pou Paran Elèv Bileng





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Se Seksyon Edikasyon Bileng nan Biwo Edikasyon Vil Nouyòk ki pibliye **"Enfòmasyon sou "Mainstreaming" pou Paran Elèv Bileng** (vèsyon kreyòl ayisyen/angle). Travay sa a te fèt sou direksyon Judith A. Rizzo, Ed.D., Asistan Chanselye pou Enstriksyon ak kolaborasyon Lillian Hernández, Ed. D., Direktris Ekzekitif Biwo Edikasyon Bileng.

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Menès Déjoie, Sikològ Bileng, CSE #17

Micheline Cadet Duval, Koòdonatè Bileng, P.S. 22, CSD #17

Humbert Emmanuel, Espesyalis Itineran pou Enstriksyon Bileng, BPS, OBE

Berthe G. Faustin, Espesyalis Alfabetizasyon, PS 22, CSD 17

Yves Raymond, Koòdonatè Bileng, Erasmus Hall Campus: High School for Science and Math.

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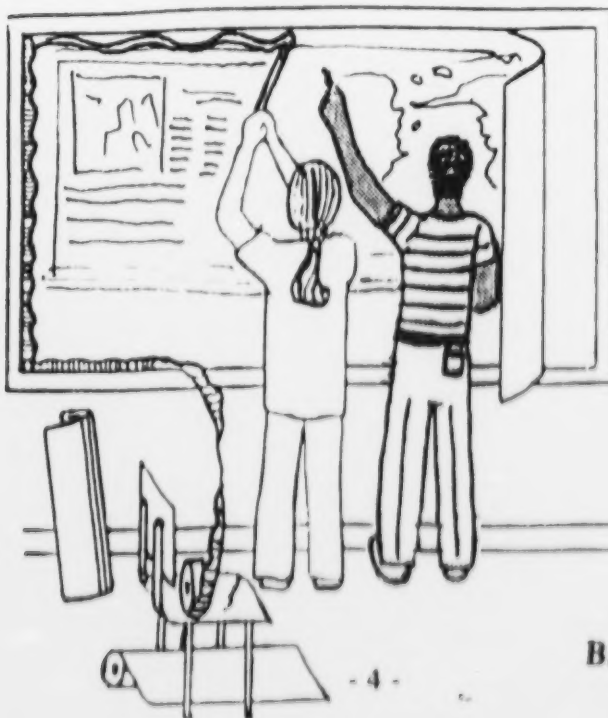
ENTWODIKSYON

Livrè sa a fèt pou paran oubyen moun ki responsab yon timoun ki nan edikasyon jeneral bileng, edikasyon jeneral monoleng, oubyen yon pwogram edikasyon espesyal monoleng oubyen bileng. Li bay enfòmasyon jeneral sou "mainstreaming" e li esplike ki avantaj elèv la jwenn nan pwogram sa a.

"Mainstreaming" se entegrasyon elèv edikasyon espesyal nan klas edikasyon jeneral oubyen nan aktivite yo fè pou tout lekòl la, osnon nan toulède. Nan pwosesis "mainstreaming" lan, yo konsidere ki lang elèv la pale, yo konsidere kilti li ak kapasite li. Entegrasyon sa a se rezilta kolaborasyon ant moun ki travay nan edikasyon jeneral ak moun ki travay nan edikasyon espesyal. Edikatè sa yo diskite kourikoulòm, teknik ansèyman ak aktivite sosyalizasyon pou elèv yo. Yo planifye bagay sa yo ansanm.

Yon elèv ki nan yon anviwonman akademik ki genyen nwens restriksyon genyen plis opòtinite pou li devlope byen. Se sou lide sa a "mainstreaming" chita.

Careers/Karyè



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KOUMAN "MAINSTREAMING" MACHE

"Mainstreaming" se entegrasyon elèv edikasyon espesyal bileng oubyen elèv edikasyon espesyal monoleng nan klas edikasyon jeneral (monoleng oubyen bileng) ak nan lòt aktivite lekòl la òganize. An jeneral, se pandan jounen lekòl la yo fè "mainstreaming" lan.

Yo kapab entegre elèv yo nan gwoup timoun bileng oubyen monoleng. Sa depann de ki lang yo pale, nivo akademik yo ak ladrès sosyal yo.

Genyen de kalite "mainstreaming":

"Mainstreaming" akademik

Elèv edikasyon espesyal patisipe nan klas edikasyon jeneral (bileng, monoleng) omwen nan youn nan matyè sa yo:

- matematik
- mizik
- kominikasyon (angle, kreyòl)
- Angle kòm dezyèm lang (E.S.L.)
- travay atistik
- syans
- syans sosyal

"Mainstreaming" ki pa akademik

Tout elèv ki nan lekòl la (elèv ki nan edikasyon espesyal ak elèv ki nan edikasyon jeneral) patisipe nan youn oubyen plis pase youn nan aktivite sa yo:

- manje midi
- aktivite yo fè nan oditoryòm lekòl la
- pwogram edikasyon fizik
- pwomnad
- klib
- pwogram ki fèt pou tout lekòl la



OBJEKTIF "MAINSTREAMING"

"Mainstreaming" genyen plizyè objektif:

- entegre elèv edikasyon espesyal bileng oubyen monoleng nan pwogram edikasyon jeneral bileng oubyen monoleng
- pèmèt elèv edikasyon jeneral (bileng ak monoleng) devlope bon rapò ak elèv edikasyon espesyal (bileng ak monoleng)
- fè elèv edikasyon espesyal patisipe nan aktivite akademik ak elèv edikasyon jeneral (bileng ak monoleng) selon sa yo bezwen ak selon ladrès yo
- ofri tout elèv nan lekòl la opòtinite pou yo anrichi esperyans yo nan ankouraje yo patisipe ansanm nan aktivite akademik ak aktivite ki pa akademik



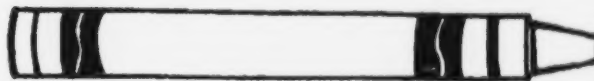
AVANTAJ "MAINSTREAMING"

"Mainstreaming" ofri sèten avantaj

- Elèv edikasyon espesyal jwenn plis opòtinite pou yo devlope bon jan rapò ak elèv edikasyon jeneral (bileng, monoleng).
- Elèv edikasyon espesyal ak elèv edikasyon jeneral jwenn plis opòtinite pou yo sèvi kòm modèl youn pou lòt.
- Elèv edikasyon espesyal ak elèv edikasyon jeneral ap reyalize yo tout se manm yon sèl lekòl.
- Nan separe lide, nan travay ansanm sou diferan pwojè, nan fè menm esperyans, elèv yo ap vin genyen apresyasyon youn pou lòt.

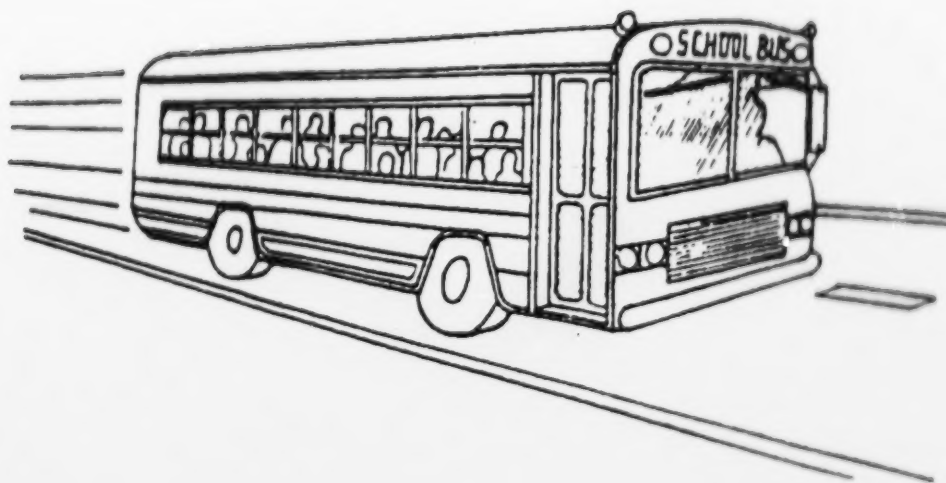
Pou elèv edikasyon espesyal ki patisipe nan aktivite edikasyon jeneral

- Timoun yo kapab jwenn plis opòtinite pou yo devlope kapasite yo pou yo vin lidè. Kon sa, yo kapab amelyore konsepsyon yo genyen de tèt yo.
- Elèv yo genyen plis opòtinite pou yo montre kapasite yo menm jan ak kanmarad yo ki nan edikasyon jeneral.
- Elèv yo genyen opòtinite pou yo pratike ni angle ni lang matènèl yo ak lòt elèv bileng yo.
- Elèv yo genyen plis opòtinite pou yo fonksyone kòm manm entegral lekòl la.
- Elèv yo genyen opòtinite pou yo vizite diferan kote moun ap travay. Kon sa, y ap genyen yon lide sou karyè ki egziste.



Pou elèv edikasyon jeneral ki patisipe nan aktivite ak elèv edikasyon espesyal

- Nan aprann konnen kanmarad yo, nan fè menm aktivite ak yo, elèv yo ap anrichi konesans yo.
- Elèv yo ap genyen plis opòtinite pou yo aprann sou diferans endividyèl, pou yo respekte diferans endividyèl.
- Elèv yo kapab rive konprann kouman moun kapab sèvi ak diferans ki egziste ant yo pou yo fè tèt ansanm.
- Elèv yo ap jwenn plis opòtinite pou yo vin genyen bon jan prensip k ap ede yo nan relasyon yo ak fanmi yo, anndan lekòl yo ak nan kominote a.



WOL EDIKASYON JENERAL NAN "MAINSTREAMING"

Aktivite Akademik

Elèv monoleng ak elèv bileng ki nan edikasyon jeneral sipoze devlope menm ladrès akademik e yo sipoze fè menm aktivite ak elèv edikasyon espesyal.

Egzanp:

- enstriksyon nan matematik sou sipèvizyon pwofesè a
- pwofesè a sipèvize elèv k ap travay ak elèv
- travay an gwoup sou yon pwojè istwa

Aktivite ki pa Akademik

Elèv bileng ak elèv monoleng ki nan edikasyon jeneral patisipe ansanm ak elèv edikasyon espesyal nan aktivite ki pa akademik

Egzanp:

- manje ansanm
- aktivite atletik (baskètbòl, bizbòl)
- preparasyon pou festival miltikiltirèl (festival panameriken)
- vizit nan mize



PLANIFIKASYON POU "MAINSTREAMING"

Yo òganize yon komite ki gen ladan moun k ap travay nan edikasyon jeneral (monoleng oubyen bileng) ak moun k ap travay nan edikasyon espesyal. Komite sa a planifye "mainstreaming" lan, li mete li ann aplikasyon epi li suiv kouman l ap mache.

Aktivite akademik

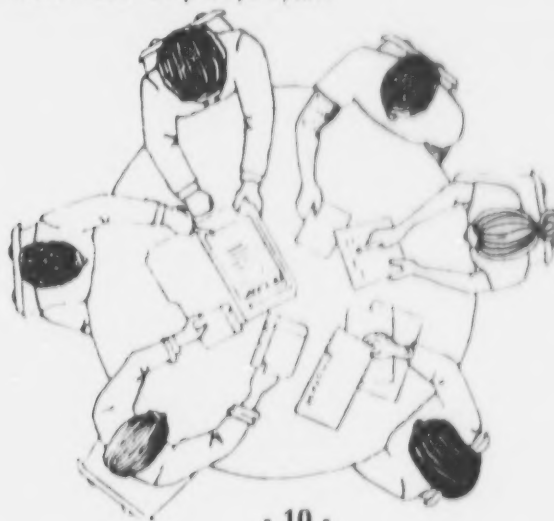
Komite "mainstreaming" lan fè rekòmandasyon. Li mete yo nan Plan Edikasyon Endividyèl (IEP ann angle) elèv la. Plan edikasyon sa a di si yo dwe fè "mainstreaming" lan nan klas bileng oubyen nan klas monoleng.

Komite a koòdone sèvis akademik chak elèv edikasyon espesyal bezwen. Yo mete sèvis sa yo nan "IEP" elèv yo.

Aktivite ki pa Akademik

Biwo Edikasyon an ekzije yo entegre tout elèv yo nan aktivite sa yo:

- manje
- pwomnad
- pwogram nan oditoryòm lekòl la
- edikasyon fizik
- pwogram yo fè pou tout lekòl la tankou seremoni gradyasyon, prezantasyon pri, espozisyon pwojè matematik ak pwojè syans

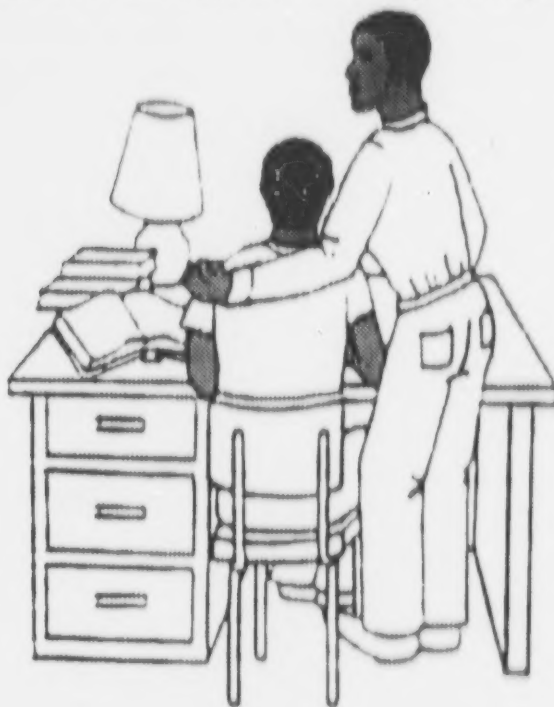


WÒL PARAN TIMOUN LAN OUBYEN MOUN KI RESPONSAB LI

Paran yon timoun oubyen moun ki responsab li an jwe yon wòl enpòtan nan edikasyon timoun lan.

Men kouman paran yon timoun oubyen moun ki responsab li an kapab genyen yon patisipasyon aktif nan edikasyon li:

- vizite lekòl la pou pale ak pwofesè a sou jan pitit ou a ap travay nan klas la
- ale nan atelye yo fè nan lekòl la
- fè travay volontè nan aktivite lekòl la
- pale ak pitit ou sou sa li bezwen ak sou pwoblèm li genyen
- ede pitit ou fè devwa li
- li ak pitit ou regilyèman, rakonte pitit ou istwa
- mennen pitit ou vizite kominote a , vil la oubyen andeyò vil la



KESYON YO POZE PI SOUVAN SOU "MAINSTREAMING"

Ki jan yo detèmine si yo dwe mete yon elèv edikasyon espesyal nan "mainstreaming"?

- Pwofesè edikasyon espesyal la dwe suiv elèv la pou li wè fòs akademik li, feblès akademik li, ak jan li konpòte li.
- Pwofesè a dwe diskite pwogrè timoun lan fè ak paran timoun lan oubyen moun ki responsab li an. L ap envite paran an pou li patisipe nan desizyon yo genyen pou yo pran an.
- Pwofesè edikasyon espesyal la dwe enfòme komite "Mainstreaming" lan sou fòs akademik elèv la, sou sa li bezwen ak sou adaptasyon nan kourikoulòm lan ki apwopriye.
- Komite "Mainstreaming" lan dwe planifye yon pwogram ki nan avantaj elèv la dapre sa li bezwen.

Ki moun ki nan komite "Mainstreaming" lan?

Moun sa yo kapab patisipe nan koòdone sèvis y ap bay elèv ki nan "mainstreaming" lan:

- direktè lekòl
- sipèvizè edikasyon espesyal
- evalyatè akademik
- travayè sosyal
- sikològ
- parapwofesyonèl
- lòt moun k ap travay lekòl la
- pwofesè edikasyon espesyal
- pwofesè edikasyon jeneral
- konseye pedagogik



KOUMAN YO ENFÒME PARAN ELÈV YO OUBYEN MOUN KI RESPONSAB ELÈV YO SOU PWOSESIS "MAINSTREAMING" LAN

Sa depann de kalite "Mainstreaming" lan.

"Mainstreaming" Akademik

- Lekòl la genyen responsablite pou li enfòme paran elèv la oubyen moun ki responsab li a sou posiblite pou yo mete elèv la nan "Mainstreaming" bileng oubyen monoleng.
- Yo kapab entegre elèv ki nan edikasyon espesyal nan klas edikasyon jeneral bileng.
- Pwofesè edikasyon espesyal la dwe rankontre ak paran elèv la oubyen moun ki responsab li a pou li esplike li ki jan "mainstreaming" lan mache.
- Paran elèv la oubyen moun ki responsab li a ap siyen "IEP" a pou li bay konsantman li sou rekòmandasyon yo te fè a.

"Mainstreaming" ki pa Akademik

Dapre regleman Biwo Edikasyon Vil Nouyòk, li obligatwa pou yo entegre tout elèv nan aktivite sa yo:

- manje
- pwomnad
- aktivite yo fè pou tout elèv yo
- edikasyon fizik
- pwogram yo fè nan oditoryòm lekòl la



KONBYEN TAN PITIT MWEN AN AP PASE NAN "MAINSTREAMING" CHAK JOU?

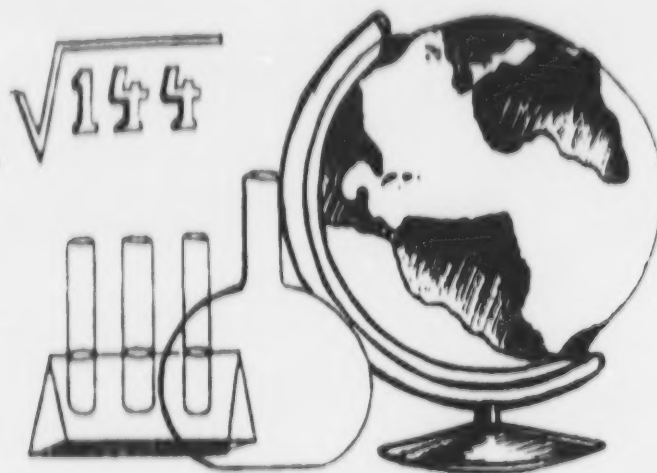
Kantite tan yon timoun pase nan "Mainstreaming" depann de:

- rekòmandasyon komite "Mainstreaming" lan fè sou baz sa timoun lan bezwen
- rankont ki fèt ant pwofesè a ak paran yo pou yo planifye estrateji ki pral pèmèt "mainstreaming" lan bay ranman
- I.E.P. elèv la ki baze sou fòs elèv la ak sa li bezwen

Ki jan yo detèmine si yon elèv bileng pare pou li ale nan "mainstreaming" nan yon klas monoleng angle?

Men ki sa yo pran an konsiderasyon:

- sa pwofesè a obsève sou fòs akademik elèv la, feblès akademik li ak konpòtman li
- kapasite elèv la pou li fonksyone onivo akademik ak onivo sosyal nan angle kòm dezyèm lang
- kapasite akademik elèv la ak konpòtman li
- rezilta egzamen "L.A.B." la (egzamen konpetans nan lang angle)



REZIME

"Mainstreaming" se entegrasyon elèv edikasyon espesyal ak elèv edikasyon jeneral nan aktivite akademik ak aktivite ki pa akademik.

- Tout elèv kapab pwofite nan "Mainstreaming".
- Yon komite nan lekòl la dwe planifye yon pwogram "mainstreaming" akademik ki ale ak sa tout timoun yo bezwen.
- "Mainstreaming" pèmèt timoun yo fè tout yon seri esperyans akademik ak esperyans sosyal ki pou anrichi lespri yo.
- Paran timoun yo ak moun ki responsab timoun yo dwe jwe yon wòl enpòtan nan pwosesis "Mainstreaming" lan.

